DOCUMENT RESUME

ED 263 465 CG 018 621

TITLE	Overcoming Barriers for Displaced Homemakers in Nontraditional Occupations. A Manual of Strategies.
INSTITUTION	Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS AGENCY	California State Dept. of Education, Sacramento.
PUB DATE	Feb 83
NOTE	31p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Career Counseling; *Coping; *Displaced Homemakers; *Employed Women; Females; Helping Relationship; *Nontraditional Occupations; Reentry Workers; *Sexual Harassment; Vocational Education Teachers; *Work Environment

ABSTRACT

This manual examines problems the displaced homemaker encounters on the job and offers strategies which vocational educators, counselors, and other service providers can suggest to nontraditional students for overcoming these problems. A brief overview of the displaced homemaker is provided and the term "nontraditional occupation" is defined. An exercise is provided which allows the user to understand his agency and how it serves displaced homemakers in nontraditional occupations. A section on barriers identifies barriers in several areas that displaced homemakers may face and a section on strategies presents a table which matches those barriers with suggested strategies for overcoming them. Barriers in attitudes and expectations are countered by strategies involving role models and peer support. Suggestions for strategies for overcoming financial barriers in the areas of transportation, child care, and job placement are included. To counter barriers in background knowledge and experience, strategies are suggested which involve special workshops and courses, hands-on experience, and publicity. Information and physical training are recommended for dealing with barriers related to physical capabilities. Suggestions for handling sexual harassment are given that involve monitoring the environment, the use of awareness sessions and other practical mechanisms, and assertiveness training. An exercise on changing the situation is provided as a guide for developing an action plan to help displaced homemakers in nontraditional occupations cope with identified barriers. This manual concludes with a list of 18 resources, facilitator notes, and a suggested workshop agenda. (NRB)

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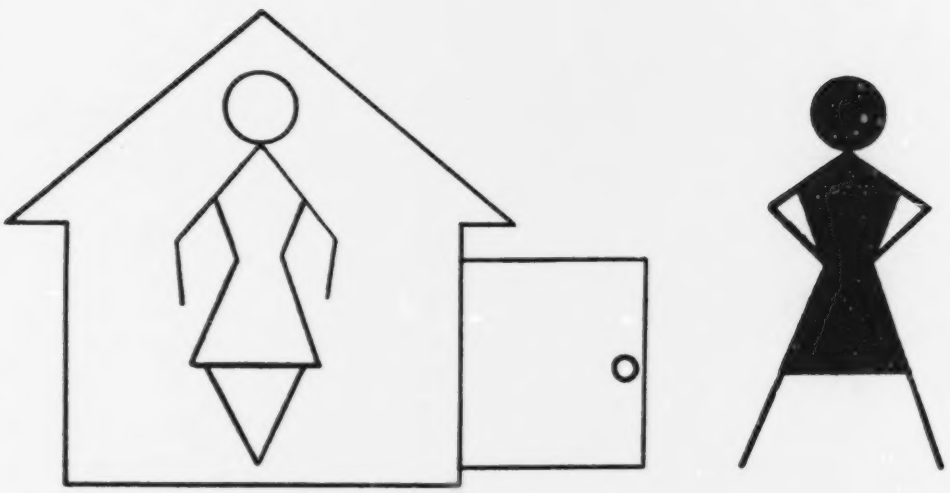
OVERCOMING BARRIERS FOR DISPLACED HOMEMAKERS IN NONTRADITIONAL OCCUPATIONS



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A MANUAL OF STRATEGIES

OVERCOMING BARRIERS FOR DISPLACED HOMEMAKERS IN NONTRADITIONAL OCCUPATIONS

A MANUAL OF STRATEGIES

Prepared by
Far West Laboratory for Educational Research and Development
for
The State of California, Department of Education
Under Contract Number 0042

Jean Marzone
Project Director

February 1983

The California State Department of Education funded a project entitled "Overcoming Sex Stereotyping Barriers for Displaced Homemakers in Non-Traditional Occupations." The Far West Laboratory for Educational Research and Development conducted this study which had as its objectives:

- to identify discriminatory practices and barriers faced by displaced homemakers who have been trained in nontraditional occupations;
- to develop and field test strategies to reduce barriers faced by displaced homemakers employed in nontraditional occupations;
- to develop a manual of strategies for use by vocational educators and other service providers to assist them in preparing displaced homemakers for nontraditional employment;
- to develop an in-service program for using the manual of strategies; and
- to conduct workshops to introduce the manual of strategies to vocational educators and others who serve displaced homemakers.

Other documents have been prepared in recent years that address the broad array of problems that displaced homemakers face as they cope with entry or reentry into the job market. Some of these materials are listed under **Resources**. This manual focuses on problems the displaced homemaker encounters on the job and offers strategies which vocational educators, counselors, and other service providers can suggest to nontraditional students for overcoming these problems.

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ACKNOWLEDGMENTS

This manual is the result of cooperation and collaboration between the project staff and a group of advisors made up of Mary Auvil, project evaluator; Louise Hagan, Volunteer Coordinator, College of Alameda; Theodora Faiola Priest, Vocational Education Coordinator, Marin County Office of Education; Milo Smith, consultant for older women's employment and training issues; and Nona Verloo, project monitor, California State Department of Education. Appreciation is also extended to Sarah Aldrette of Pacific Telephone and Andrew McFarlin of Evergreen Valley College for their contributions. Special thanks must be given to Matilda Butler, former Far West Laboratory for Educational Research and Development Principal Investigator, for her support and advice during the conduct of the project. The design and layout of this manual is the work of Sharon Taylor, Far West Laboratory Editor and Information Specialist. Finally, acknowledgment goes to the dozens of people — displaced homemakers, vocational educators, counselors, employers — who were interviewed, reviewed drafts of the manual, and attended workshops where the manual was tested.

Jean Marzone
Project Director

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USING THIS MANUAL

This manual is for teachers, counselors, and other service providers who work with displaced homemakers who are about to enter or are employed in nontraditional jobs. Entering a nontraditional field always presents some problems. The displaced homemaker, usually older, often with children, and having been out of the work force for some time, can face a unique set of problems. The barriers discussed in this manual are those that the displaced homemaker confronts when employed as a nontraditional worker. The strategies presented here are those that the service provider can undertake to help the displaced homemaker overcome or cope with these barriers.

Two methods were used to identify the barriers and strategies. First, a literature review was conducted. The **Resources** section of this manual contains many of the sources that were consulted during this phase of the project. Second, 25 telephone interviews were held with displaced homemakers, their trainers, and employers in order to gain first-hand information on the problems faced by displaced homemakers employed in nontraditional jobs.

The informational material on both barriers and strategies is meant to provide background and stimulate ideas. Because problems and solutions will differ from setting to setting, the exercises in the manual give techniques for individual barrier identification and strategy development. The manual can be used either in group inservice sessions or by individual educators, counselors, or other service providers.

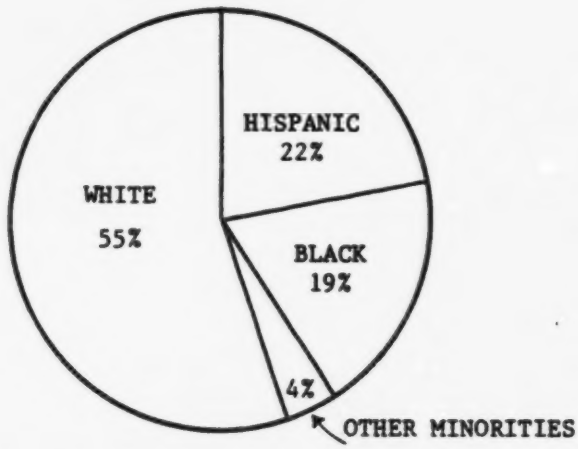
A WORD ABOUT DISPLACED HOMEMAKERS

"Displaced homemaker" was coined in 1974 by Tish Sommers, a pioneer in the displaced homemaker movement. The term describes both women and men who have been full-time homemakers and who find themselves in the position of having to or wishing to enter the labor force. Primarily these are individuals who suddenly find themselves alone because of separation, divorce, or death of a spouse. After years of dependence on another, displaced homemakers usually have few financial resources or marketable skills for entering or re-entering the job market.

In a recent statistical study of displaced homemakers in California, it was estimated that there are 600,000 displaced homemakers in this state, 59 percent of whom are 35 years of age or older. It reports that, as a group, displaced homemakers have less formal education than the population as a whole (approximately 40 percent do not have a high school diploma); over half (66 percent) have dependent children; and 42 percent have incomes under $5,000 and 82 percent under $10,000.

This same study found that approximately 45 percent of the displaced homemakers in California are minorities, with Hispanics (at 22 percent) and

blacks (at 19 percent) predominating. These groups face not only the problems and barriers experienced by all displaced homemakers, but the additional problems faced by minorities in our society as well.



CALIFORNIA DISPLACED HOMEMAKERS

Even though both men and women may be displaced homemakers, the vast majority are women. Much of the information in this manual deals specifically with female displaced homemakers. However, men may experience problems similar to those faced by women, especially in the area of attitudes and expectations.

DEFINING "NONTRADITIONAL"

An occupation is considered traditional or nontraditional on the basis of the gender of the person holding it. An occupation is considered nontraditional for a man or a woman if the vast majority of other jobholders in the occupation are of the opposite sex. The 1978-79 Vocational Education Program Self-Assessment Questionnaire of the California State Department of Education consideres a program "not traditional [for an individual] if 80 percent or more of the enrollees in the program are of the opposite sex or if 80 percent or more of the workers in the occupation for which that program trains are of the opposite sex."

Others have defined nontraditional occupations (specifically for women) as skilled and technical jobs that employ fewer than 25 percent women and that require postsecondary vocational or technical training. Nontraditional vocational program refers to any vocational program in which fewer than 25 percent of the students are female. Such jobs for women include welding, air conditioning and refrigeration repair, small appliance repair, auto body work, machining, industrial maintenance, and auto mechanics. Occupational areas where men are in the minority include dental assistance, office occupations, cosmetology, and foods and nutrition.

> "You have to prove yourself when you first get there. They assume you cannot do the job because you are a woman. So they put you on really hard jobs. They're seeing how much you can do."
>
> A nontraditional worker

> "Women have a different thinking process [than men]."
>
> A vocational instructor

> "The difference between success and failure is often the attitudes of the women themselves."
>
> A reentry counselor

Attitudes and Expectations. Displaced homemakers, their trainers and their employers all harbor certain attitudes and expectations that may make nontraditional employment difficult. Many still see only the more traditional "female" jobs as suitable for women and the traditional "male" jobs as suitable for men. Displaced homemakers themselves, who are likely to be over 35 years old and to have experienced mostly traditional lifestyles, may have a difficult time seeing themselves in nontraditional jobs. Peers, instructors, and employers may present barriers in the form of overt or subtle discrimination. Some may express skepticism as to abilities and commitment. An employer may specially test a new nontraditional worker with a particularly difficult task with the result often being the fulfillment of the employer's negative expectations. Male co-workers may attempt to be "chivalrous" by offering to do or taking over heavy or dirty tasks. When this happens the nontraditional worker does not gain experience and, in time, may be looked at as someone who shirks duties. Nontraditional workers may be ignored by their supervisors, becoming almost invisible and denied the attention necessary to increase their skills and to feel that they are part of the working team.

> "I think it's really hard for a woman in any job like this to get self-confidence. That's one of the biggest problems I've had."
>
> A woman butcher

Because of a long history of non-assertive behavior, a displaced homemaker may find it difficult to express a divergent opinion to a co-worker or may find it hard not to assume that the boss is always right. The isolation that these nontraditional workers experience because of the small numbers found at any

one job site can contribute to problems with assertiveness. In addition to it being easier for employers to ignore nontraditional workers when there are so few, this situation provides very few role models for displaced homemakers. It also means that often there are few people the nontraditional workers feel comfortable turning to when they have problems, need to talk about the job, or want to socialize on coffee breaks.

An additional barrier that some displaced homemakers face is the negative attitude of family and friends toward nontraditional work. Displaced homemakers may be especially sensitive to such attitudes because they are already undergoing major changes in their support systems such as death of a spouse or divorce. Those who choose a nontraditional field may find friends and relatives arguing against their actually working in a garage fixing automobiles or scoffing at a carpentry apprenticeship. Sometimes an "I told you so" attitude is expressed when a problem or set-back is encountered in the nontraditional situation. A positive attitude and the positive reasons for choosing a nontraditional area (for example, higher wages) may be countered by the pressure of such negative attitudes. This can lead to dropping out or quitting.

> "There is no point getting the women fired up about nontraditional jobs if they can't get to where they are."
>
> A vocational counselor

Transportation. One of the main reasons women choose nontraditional areas is higher salaries. But financial problems can persist even after a displaced homemaker has reached the goal of a well paying job. The person is, after all, starting out in a new area, on her own perhaps for the first time in her life, probably with few back-up resources to call upon. Transportation costs can be a drain on a recently employed nontraditional worker. A car may not be affordable at first and public transportation is not always available or convenient, especially at the "odd" hours often associated with shift work. Transportation costs can be especially high in rural areas where the displaced homemaker may have to travel a long distance to a work site.

> "The single most common problem is child care..."
>
> A vocational instructor

Child Care. Child care is a second major expense for many displaced homemakers while they are in training and after they find employment. Given the shortage of facilities, it is frequently difficult to find reliable, affordable child care within a reasonable geographic area. The hours of available child care may not fit the hours the displaced homemaker must work. Often as the sole responsible parent, the displaced homemaker must deal with

problems such as scheduling care on school holidays, tending to a sick child, and arranging to participate in special school activities.

> "Their [women's] attitude and aptitude are fine, but their background is different."
>
> A vocational instructor

> "The mechanical design program has only two women. It requires technical math and physics. We have only a handful of women in the electronics program. Sad, because this is where the jobs are around here. It's the math bugaboo."
>
> A vocational education administrator

> "Some women feel unqualified because they don't have experience with the tools and the terminology. They are uncomfortable."
>
> A vocational instructor

Background Knowledge. The displaced homemaker who has completed a training program for a nontraditional occupation of course has filled in some of the missing information and skills that were not present before training. But the nontraditional worker brings a handicap to the first job by the very fact that it is "nontraditional." For example, the woman may not have spent many hours since she was a teenager tinkering with automobiles or other machines before entering the machine shop on her first day of nontraditional employment. Although the training program provided remedial mathematics classes, she may still feel hesitant when these skills are called for on the job.

The nontraditional worker also may be lacking in background knowledge of the work setting. For example, does the displaced homemaker know what kind of treatment a beginner can expect in a particular occupation? Often there is a breaking-in period during which all newcomers are given the most menial tasks. New workers may be overloaded with physical work, beyond their endurance, as a sort of trial. Extreme kidding or razzing may occur during the first few weeks. This breaking-in period often seems to last longer and be more severe when a nontraditional worker is involved. Another example is the kind of language that is likely to be heard on the job. Is the displaced homemaker prepared for the profanity she may encounter, especially when it may be directed at her? A further example is knowledge of physical facilities. Is the nontraditional worker aware that lavoratory arrangements may become an issue and that special accomodations may have to be made for changing facilities?

> "The hardest part has been physical — having enough stamina and upper body strength [for welding]. Just not used to doing physical work."
>
> A nontraditional worker

Physical Capabilities. There are nontraditional occupations that require heavy physical labor and a good deal of stamina. Many adult women and men today have not had the benefit of continued physical conditioning programs. Without the benefit of physical conditioning, men or women who enter fields that require strenuous labor may find themselves hampered from doing the job successfully.

In addition, the image of women as frail and the expectation that they should not do heavy work outside of the home can be barriers to successful nontraditional employment. If the displaced homemaker is not allowed to take on and learn all parts of the job, including the particularly heavy or dirty tasks, she may lose confidence in herself and the employer and fellow employees may see her as a nonproductive worker.

> "It's important to learn how to survive with men in nontraditional settings. Sexual harassment does occur on these jobs and they have to learn how to deal with it."
>
> A vocational counselor

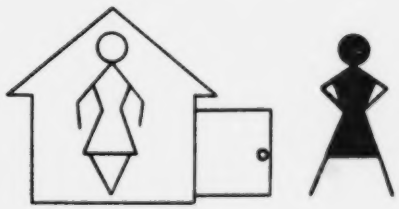
> "A displaced homemker enrolled in a welding class. She experienced sexism — like lots of gutter language. It made her feel very uncomfortable and she dropped out of the program."
>
> A vocational instructor

Sexual Harassment. Some of what might be thought of as sexual harassment has already been discussed. Practices such as giving an inexperienced worker a task beyond her skills in order to test her could be considered harassment. However, the Equal Opportunity Employment Commission has defined sexual harassment as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." Such harassment often takes the form of whispering, innuendo, or graffiti campaigns concerning the worker's alleged sex life on and off the job. Direct remarks, "passes," and physical advances also occur.

Sexual harassment occurs, of course, not only with nontraditional workers or displaced homemakers. But when it does happen under these conditions, the problem may be magnified by other problems the displaced homemaker is coping with at the same time. For example, if the displaced homemaker has problems

with assertiveness, she probably will not confront the harassment, and therefore promote its continuation. The isolation of the nontraditional worker can encourage co-workers to indulge in harassing activities. The isolation also may make it difficult for the displaced homemaker to deal with the harassment because she has no allies to turn to for support.

Summary. The barriers have been presented in a "laundry list" fashion, each apparently separate from the others. It should be kept in mind, however, that the problems tend to overlap and affect each other. Attitudes and expectations may determine how a displaced homemaker approaches a sexual harassment problem. Lack of transportation may have a direct effect on the geographic range in which child care can be sought. Poor physical conditioning may have a detrimental effect on increasing skills and, ultimately, job success. All displaced homemakers in nontraditional jobs do not necessarily face all the barriers that have been discussed. But the problems are real and these workers do encounter obstacles when they enter nontraditional occupations.



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TAKING STOCK OF YOUR SITUATION

The purpose of this exercise is to help you better understand your agency and how it serves displaced homemakers in nontraditional occupational areas. It is meant to make you think about your particular situation in relation to nontraditional training and displaced homemakers. To complete the exercise, fill in the blanks or circle the appropriate words in brackets in the description below. Some of the information requires estimates that might be difficult to determine. Simply choose the closest estimate readily available to you. You may wish to read "student" where the word "client" is used to designate the recipient of the service.

My agency, _____,

located in _____, serves displaced homemakers. My agency is financed through _____

_____ and the public [supports - does not support] our institution as demonstrated by their [un]willingness to _____

_____.

Our staff consists of _____ people who work with displaced homemakers, along with other clients. The size of this staff has been [increasing - stable - decreasing] over the last few years. These people presently serve a total of _____ clients a year, which represents an [increase - no change - decrease] from last year. This gives us a client/staff ratio of ____ to ____. The number of displaced homemakers served in a year is _____. We define a displaced homemaker as _____

_____.

Services provided to all our clients include [vocational/occupational/-employment/job instruction/training - counseling - placement - transportation - child care - outreach - other _____].

We have _____ male staff members and _____ female staff members. The number of clients involved in nontraditional areas has [increased - stabilized - decreased] over the last few years. We have identified _____ displaced

homemakers among these clients who are involved in nontraditional areas. Our instructional/counseling/outreach materials and facilities [have - partially have - have not] been reviewed and modified to eliminate sex bias. I think that the work performance of nontraditional clients is [better than - equal to - inferior to] that of traditional clients because _____ _____. I feel that attitudes of agency staff and traditional clients toward the nontraditional clients seem to be [positive - negative - sometimes positive and sometimes negative] because _____ _____. When problems arise concerning nontraditional clients, I usually contact or consult _____ because _____. Our admissions/intake staff [is - is sometimes - is not] aware of the needs of potential nontraditional clients, especially displaced homemakers. Our placement staff [does - sometimes does - does not] discuss nontraditional work with industry and labor officials. Attitudes and actions of admissions/intake and placement staff about equal opportunities for displaced homemakers are [positive - negative - sometimes positive and sometimes negative] because _____ _____. Last year our staff was successful in placing _____ clients in nontraditional jobs. This represents _____ percent of all clients. Follow up on these placements was done after [one month - six months - one year - other _____]. This follow up on nontraditional placements has shown a _____ percent retention rate.

FINDING THE STRATEGIES

What can be done to help displaced homemakers who enter nontraditional occupations overcome the barriers? The vocational education instructor, the reentry counselor, the placement coordinator, and others who work with displaced homemakers are in positions to take steps to help the nontraditional student who is about to enter the work force as well as the nontraditional worker who is already on the job. These service providers can offer information and opportunities which give the displaced homemaker coping strategies. They also can develop strategies for working with employers and community agencies to ensure that the problems faced by displaced homemakers in nontraditional jobs are recognized and addressed. This section suggests some of these strategies.

BARRIERS	STRATEGIES
Attitudes and Expectations	
• Difficulty seeing women in "men's jobs" • Skepticism as to the abilities of nontraditional workers • Chivalrous behavior by co-workers • Being ignored by employers or supervisors • Difficulty with assertiveness • Few role models • Isolation on the job • Negative attitudes of family and friends	• Role Models > Invite nontraditional workers (perhaps former clients) and employers to talk with displaced homemakers > Encourage clients to apply for jobs where there already are nontraditional workers > Pursue job development activities with businesses with nontraditional owners • Peer Support > Help establish a network of nontraditional clients and workers by such means as putting them in touch with each other or bringing them together for informal meetings > Institute a "buddy" system in which an established nontraditional or other worker gives special attention to a displaced homemaker just entering the labor force

BARRIERS	STRATEGIES
	> Set up and encourage peer counseling, one aspect of which might be role playing for potentially problematic situations > Encourage employers to hire more than one nontraditional worker for the same area; studies have shown that where there are at least three nontraditional workers, the placements are more successful
Finances • Lack of transportation • Lack of child care • Finding a job	• Transportation > Distribute and teach clients to use information on public transportation routes > Establish a ride board and distribute information on local car and van pools in order to encourage car pooling > Work with employers to establish shuttle service to their "out of the way" facilities from major transportation lines > Encourage displaced homemakers who have never learned to drive to do so > Suggest that displaced homemakers learn basic automobile maintenance and supply information on where to obtain such instruction

BARRIERS	STRATEGIES
	> Suggest that displaced homemakers consider alternative methods of transportation (bicycles, mopeds, etc.)
	• Child Care
	> Compile and distribute a list of local child care resources and facilities
	> Encourage and facilitate child care cooperatives or exchanges among clients
	> Work with educational institutions that have child care development programs to utilize them as child care facilities
	> Determine which employers have child care facilities and distribute this information
	> Work with employers to establish child care facilities for their employees
	• Job Placement
	> Hold workshops on job-hunting techniques, employment testing, job interviews, etc.
	> List job openings on accessible bulletin boards
	> Compile and distribute information on apprenticeships and unions
	> Focus job development efforts on companies that are more willing to hire inexperienced, entry-level employees

BARRIERS	STRATEGIES
	> Engage employers in promoting job development and placement activities by forming an employers' advisory committee to work with training institutions and other service providers > During job development efforts, improve employer awareness of the fact that displaced homemakers usually make excellent employees; use statistics if possible > Follow up on placements in order to provide support to the individual workers, placement evaluation information, and maintenance of positive relationships with the employers
Background Knowledge and Experience • Limited work experience with machines, tools, etc. • Fear of and limited experience with applying math skills • Ignorance of the work setting (treatment by co-workers, physical facilities, etc.)	• Special Workshops and Courses > Develop and hold sessions devoted to topics such as fear and avoidance of mathematics or what to expect during the first few weeks on the job > Use nontraditional workers and nontraditional employers in these sessions as positive role models > Compile and distribute information on such workshops and classes that are offered by agencies other than your own

BARRIERS	STRATEGIES
	• Hands-on Experience > Bring displaced homemakers who are about to start or have just started a nontraditional job in contact with a variety of workers and employers in informal sessions > Arrange visits to work sites for clients who are ready to enter a nontraditional job • Publicity > Supply information to local newspapers (including small community or neighborhood papers) on nontraditional occupations, including such information as statistics and profiles of workers > Prepare and distribute brief flyers on individual nontraditional occupations > Determine what informational materials large companies, unions, etc., have that can be used with your clients > Work with other agencies such as unions or personnel offices to prepare needed informational materials on nontraditional occupations
Physical Capabilities • Lack of physical conditioning • Expectation that women are weaker	• Information > Encourage nontraditional students and workers to have a physical examination if they

BARRIERS	STRATEGIES
	are undertaking a strenuous occupation > Compile and distribute information on the physical skills necessary for particular occupations; see "Publicity" above for related strategies ● Physical Training > Encourage clients to enroll in fitness or weight training classes to help build strength and stamina > If such classes do not exist locally, work with your agency or other agencies to start one > Encourage the women to exercise at home, either individually or in groups, by supplying exercise guides put out by various health agencies and organizations
Sexual Harassment ● Verbal abuse and innuendos ● Offensive graffiti ● Physical advancements	● Monitoring the Environment > Immediately remove or have removed any offending graffiti, posters, pictures, or other materials > Encourage clients and staff to join in the effort to remove offending materials > Introduce the topic to employers during job development activities, making them

BARRIERS	STRATEGIES
	aware of the problem, and encourage them to follow your example of immediately removing offending materials • Awareness and Practical Suggestions > Through such mechanisms as awareness sessions, counseling, and peer groups, inform the women that they may indeed face sexual harassment on the job; provide opportunities for soon-to-be or new nontraditional employees to hear first-hand accounts from women who have experienced such harassment > Also through such mechanisms as named above, all clients and staff can be made aware of their attitudes, language, and behavior that might contribute to sexual harassment situations > Compile and distribute a list of replies that women can use in response to sexually harassing remarks; for example, "What's a gal like you want to be a carpenter for?" "I'm here to work, just the same as you, and I'm not interested in your advances." > Compile a list of alternatives to sexist language for distribution within your agency and for use with employers during job development activities; for example, suggest the use of the word "woman" instead of "girl" or "honey," etc.

BARRIERS	STRATEGIES
	• Assertiveness > Encourage women to actively confront sexual harassment and not "sweep it under the rug" by providing formal assertiveness training for these clients or referring them to other agencies that have such sessions > Learn about the grievance procedures of the companies in which nontraditional workers are placed; make this information available to clients > Suggest and encourage that employers establish some sort of support system for their nontraditional workers; for example, an ombudsman who has the backing of the management and can act as an advocate for these workers

CHANGING YOUR SITUATION

This exercise is a guide for developing an action plan to help displaced homemakers in nontraditional occupations cope with the identified barriers. You can work through it either by yourself or with interested colleagues.

1. Select a problem area to work on in your educational agency. Some of these areas are suggested below. You may have identified other areas in your particular situation that you wish to address.

Employer Attitudes	Administrator Attitudes
Community Attitudes	Physical Facilities
Displaced Homemaker Attitudes	Job Development
Family Attitudes	Placement/Follow Through
Teacher Attitudes	Guidance/Support Services

2. Write an objective for change for the problem area you selected. This can be accomplished by answering the following questions:

   - WHAT is to be changed?
   - WHO is going to change or be changed?
   - HOW will they be changed?
   - WHERE will the change occur?
   - WHEN will the change occur?

   OBJECTIVE:

3. Evaluate your objective. Can the change be attained? List barriers and supports in working toward accomplishing this particular change.

   BARRIERS:

   SUPPORTS:

4. Plan to accomplish the objective. Fill in the chart on the next page using the guidelines given below.

   A. **Action steps:** What are the necessary steps you will have to take to meet your objective?

   B. **Resources for change:** What resources (knowledge, skills, money, etc.) will you need for each step to achieve the change?

   C. **People:** Who will be responsible for utilizing each resource and taking each action step?

   D. **Time line:** How much time is needed to complete each step?

   When you have completed the chart, go back and number the Action Steps in order of priority. Put 1 in front of the step you would do first, 2 in front of the step you would do second, and so on.

Action Steps	Resources Needed	Who Is Responsible	Time Line

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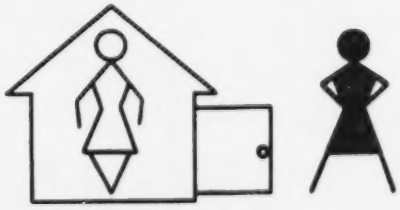

FACILITATOR NOTES

This **Manual of Strategies** is designed for use either in group inservice settings or by individual displaced homemaker service providers. The **Manual** may be used by instructors, counselors, job placement specialists, and others who find displaced homemakers among their clients.

The workshop plan suggested here follows the construction of the **Manual** and leads the participants through the following steps.

1. Awareness of the problems and barriers faced by displaced homemakers who are about to enter or are already employed in nontraditional jobs.

2. Assessment of the services provided to these displaced homemakers by the participants' own agencies.

3. Suggestions for strategies to overcome the identified problems and barriers.

4. Development of a plan of action to overcome a particular problem or set of problems in a particular agency.

At the conclusion of the workshop or after an individual has worked through the manual, the service provider should:

1. Be more aware of the barriers that displaced homemakers in nontraditional occupations face;

2. Have some specific strategies that can be utilized to help these clients overcome the barriers; and

3. Have a method for developing plans and strategies to overcome the barriers identified in a specific situation.

Suggested Workshop Agenda

This outline is meant for use with no more than 35 participants at a time. Although one person can conduct the workshop, a staff of two is preferable.

A. Welcome and Introductions

B. Workshop Objectives
Write objectives on chalk board or flip chart; leave in view for remainder of workshop.

Objective 1: to become familiar with the manual, the barriers and the strategies.

Objective 2: to work through the manual exercises in a group.

Objective 3: to develop a plan of action for a specific barrier or problem.

C. First-hand Accounts of Barriers and Strategies (approximately one hour)
Five- to ten-minute presentations by two or three displaced homemakers who have entered nontraditional jobs or by service providers who have trained/placed displaced homemakers in nontraditional jobs. They should relate their experiences and specific problems, and how the experiences were handled and the problems solved. Allow for a question/answer session following the presentations.

D. Facing the Barriers (approximately 30 minutes)
Have abbreviated version of list of barriers posted. Start discussion by elaborating on first few barriers listed. Engage audience by asking for experiences with particular barriers. Work through list, allowing maximum participant input. Suggested points for discussion: commonality of problems across situations; overlapping of barriers across the five catagories presented in the Manual.

E. Taking Stock (approximately 30 minutes)
Introduce "Taking Stock of Your Situation" and give instructions for completing it. Have participants work through exercise. Open discussion. Suggested points for discussion: numbers of displaced homemakers served; definition of displaced homemakers; level of effort given to serving displaced homemakers; effectiveness of services (e.g., attrition rate of placements).

F. Finding the Strategies (approximately one hour)

Briefly review some of the strategies outlined in the manual. Introduce "Changing Your Situation" exercise and give instructions for completing it. Divide into small groups (five to eight participants per group) and have each group complete the exercise, recording their plan on a large sheet of paper. Allow groups to work for about 45 minutes, with facilitator(s) circulating among groups. Bring participants back together in large group and have each group present its work.

G. Wrap-up

Briefly summarize some of the problems/barriers brought up during the day and highlight a few of the strategies that were suggested.